



School Improvement Plan Overview

Introduction and Purpose

The School Improvement (SI) Plan answers the question, “How are we going to get to where we want to be?” It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as “strategies” in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

For schools identified under ESSA, the plan must:

- a) Improve student outcomes.
- b) Be informed by all indicators in the accountability system, including student performance in Minnesota’s long-term goals.
- c) Based on a school level comprehensive needs assessment.
- d) Include at least one strategy or evidence-based intervention that:
 - Is aligned to the accountability indicator(s) for which the school was identified
 - Is supported by the strongest level of evidence available
 - Is appropriate to the needs of the schools in the student populations
 - May be selected from a state provided list

- e) Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.
- f) Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.
- g) Be resourced appropriately.
- h) Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.
- i) Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).
- j) Are made publicly available, such as on a school or district website, with required materials under World's Best Workforce.
- k) Upon approval and implementation, is monitored and periodically reviewed by the state.

A school improvement (SI) plan is required for *each school* identified for support and improvement.

- **Schools identified for *Comprehensive Support and Improvement* are required to submit a SI Plan to the Minnesota Department of Education (MDE)** [submit PDF to schoolsupport@state.mn.us] **no later than March 1, 2019**. Your Regional Center of Excellence team member should be copied on this submission. This plan should already have been reviewed and approved by the district or charter prior to submitting to the state. Note: if the district or charter has a school improvement plan template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.
- **Schools identified for *Targeted Support and Improvement (TSI)* are not required to submit a CNA Summary Report to MDE**. The district or charter has the sole oversight role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the SI Plan. Use of this SI Plan is encouraged but not required.

Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- "School Improvement Plan Template"

- “Hexagon Tool”
- Determining a stakeholder communication/engagement plan

Who Should Be Involved

A school level school improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The school improvement team is accountable for making the school improvement work happen, including the development and implementation of the SI plan.

Time

To do this process with fidelity

- Preparing: includes the time to review all documentation, and identification of stakeholders outside of the system to engage in the process. 1-2 hours
- Strategy, practice, program research: includes the time to research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system. Depending on the time of year and availability of leadership/staff, the research should take from one to two weeks.
- Strategy, practice, program selection: Using the hexagon tool, find which option(s) the system is most ready to implement. 2-8 hours.
- Creating the SI Plan: 4-8 hours.
- It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

Preparing

- Review all documents associated with the SI Plan and strategy selection. Determine how to communicate with and engage all stakeholders, within and outside of the school system.

Strategy, practice, program research

- Research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system.
- Where possible, compare research of similar school systems with similar demographics and student groups.

Strategy, practice, program selection

- Using the Hexagon tool from NIRN (see citation below), select the strategy, practice, or program that is identified as being the best fit for the system.

Creating the SI Plan

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually.
- The SI Plan consists of the baseline data, goals, objectives, selected strategy, activities to implement, person(s) responsible for each activity, how the success of each activity will be measured, what resources are needed, due dates, and when activities will take place on the timeline.
 - In the “Plan for Strategy” sections, be sure to consider and include all actions that will be associated with successful implementation of the strategy. To add rows in this section, place the cursor on the right side of the bottom row and click the “return” or “enter” button on your keyboard.
- The plan must include the activities for implementing and monitoring fidelity of the strategy.
- The plan must include stakeholder communication and engagement strategies and plans.

Leading the Conversation

- Using the SI Plan Template, leadership will ensure that all parts are completed, including all items under the “Plan for Strategy” section.
- Facilitating the process can be done in many ways. It is important to use protocols that allow for all stakeholder voices to be shared when determining all actions to implement a strategy.

Modifications or Variations

Describe options for use:

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually. However, it may be written for an initial one year cycle if:

- There was not enough data to complete a root-cause process. In this case, a strategy may be used based on the best hypothesis and additional data collected to revisit the root-cause process.
- Due to other factors within the system, a one year goal is in the best interests of the system.
- Delegating strategy research to multiple people can save time on the research step of the process.
- A system may select only one strategy to implement, but may select up to three. It is recommended that a system not try to implement more than three strategies in a given year.

Citations

- Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.
- NIRN - The National Implementation Research Network. (n.d.). Retrieved from <http://nirn.fpg.unc.edu/>

School Improvement (SI) Plan

The purpose of the school improvement (SI) plan is to lay out the vision, including strategies and actions, person(s) responsible, measurement, costs/funding sources, timelines, and anything that must be considered. The SI Plan will move the system forward to the vision. The SI Plan is work done in the [INSTALLATION](#) stage. Using what is learned through the [EXPLORATION](#) stage, the leadership team can acquire or repurpose needed resources for implementation.

Contact Information

| District or Charter Information | District Phone, Fax, Email |
|---|---|
| District/Charter Name and Number Academic Arts High School, 4119 | Supt/Director Phone: 651-457-7427 |
| Superintendent/Director TPS Committee or Sam Kvilhaug (IoWA) | Supt/Director Email: tps@academicarts.org |
| District Address: 60 Marie Ave E Suite 220, West St. Paul, MN 55118 | District/Charter Fax: 651-554-7611 |

Who is the main contact at the district or charter level for the ESSA school support and improvement work?

| | |
|-------------------------------------|--------------------------------------|
| Name of Main Contact: TPS Committee | Role in District/Charter: Director |
| Phone Number: 651-457-7427 | E-mail Address: tps@academicarts.org |

| School Information | School Phone, Fax, Email |
|--|-----------------------------|
| School Name, Number and Grade Span: 9-12 | Phone: 651-457-7427 |
| School Address: 60 Marie Ave E Suite 220, West St Paul, MN 55118 | Fax: 651-554-7611 |
| Principal: TPS Committee | Email: tps@academicarts.org |

Who is the main contact at the school for the ESSA school support and improvement work?

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|-------------------------------------|--|
| Name of Main Contact: TPS Committee | Role in School: Director |
| Phone Number: 651-457-7427 | E-mail Address: tps@academicarts.org |

Stakeholder Engagement and Communications Plan


Describe your stakeholder engagement activities and how you will communicate with stakeholders.

Use the following table to outline a communications plan for the ESSA support and improvement work.

| When will the communication take place | What is the message | Who is the audience | How will it be communicated |
|---|---|---|---|
| 11/1/18 | <p>The Annual School Board Meeting will be held on 11/20/18 at 5pm. Parents and Community members are encouraged to attend and/or participate in our annual meeting at the school in room 121. There will be a presentation by a team of the Teacher Powered School committee to inform the school board, community members, and stakeholders regarding the plan in place as a school with the support of the Metro Regional Center for Excellence.</p> | All students, parents/guardians, students | Monthly school newsletter |
| 11/20/18 | Details of identification under ESSA as a CSI school | School board members, community members, students | During the annual school board meeting held at the school |
| ESSA Meetings at PLC | Explaining ESSA process and timeline. Discussions and activities: linking 5 categories of data to identify root causes | All school staff | ESSA task force and RCE addressing the PLC committee |

School Improvement Strategy(ies)--Summary

Identify the strategies, practices, or programs team has selected for implementation. This will be the focus of the school improvement effort the identification cycle (three years). It is strongly recommended that schools focus their school improvement effort and seek deep, consistent implementation of one or two strategies.

| | |
|---|--|
| Strategy #1 | Click here  if the strategy is an Evidence-Based Practice (EBP) |
| The Strategy we are going to implement is... | Implementing a Project-Based Learning (PBL) school learning model using field-based and classroom-based <i>experiential learning as an evidence based practice</i> |
| ...to address this Root-Cause(s) | Continued student disengagement or demonstrating student disengagement upon enrollment to our school. |
| Which will help us meet this student outcome Goal* | <p>The three year average for credit completion at Academic Arts High School will increase from BASELINE DATA (collected at the end of the 2018-19 school year) to 86% credits earned that were attempted within by the end of the 2020-21 school year. (A student needs to earn 86% of credits attempted each year to graduate in four years).</p> <p>Potential resources:</p> <p>High Tech High Training, Tracking program: https://www.hightechhigh.org/</p> <p>https://www.headrushlearning.com/</p> <p>https://medium.com/@headrushapp/10-pro-tips-from-pbl-practitioners-c1d6356774e5</p> <p>https://hthgse.edu/professional-education/online-courses/</p> <p>Evidence-based Practices That Support Inclusion - 2019 National ...</p> <p>https://inclusioninstitute.fpg.unc.edu/.../inclusioninstitute.../Catlett_EBP%20session%20...</p> |

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|--|---|
| | https://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf |
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*SMART (strategic, measurable, ambitious, rigorous and time-sensitive)

Plan for Strategy #1

Strategy #1: Implementing a Project-Based Learning (PBL) school learning model using field-based and classroom-based *experiential learning as an evidence based practice*

Root-Cause: School disengagement

Goal: The three year average for credit completion at Academic Arts High School will increase from BASELINE DATA (collected at the end of the 2018-19 school year) to 86% credits earned that were attempted within by the end of the 2020-21 school year. (A student needs to earn 86% of credits attempted each year to graduate in four years).

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

| Action Steps | Person(s) Responsible | Measurement | Resources Needed | Timeline for completion |
|--|-----------------------|--|------------------------------|-------------------------|
| Find baseline data for SMART goal given 18-19 end of year | TPS Committee | Credits | Infinite Campus Tech Support | June 2019 |
| Research PBL learning models. | TPS Committee | Success in other schools, research based | Network | Winter/Spring 2019 |
| Research PBL software platforms. | TPS Committee | Success in other schools, research based | Network | Winter/Spring 2019 |
| Research evidence based practices for experiential learning. | TPS Committee | Success in other schools, research based | Network | Winter/Spring 2019 |

| | | | | |
|---|---------------|--|---|--------------------|
| Receive PBL training for all teaching staff. | TPS Committee | CEUs | Funds for training, Time for Staff Development | Spring/Summer 2019 |
| Integrate software platform with existing online portals. | TPS Committee | standards, credits, and courses reflected streamlined in all platforms | Funds for software platform, Time for Staff Development | Summer 2019 |
| Give PBL training to other classroom staff. | TPS Committee | CEUs | Time for Staff Development | August 2019 |
| “Team think” using pre-designed protocols to best implement new systems into an existing classroom program. | TPS Committee | Finalized group consensus for “aim” | Time for Staff Development | Spring/Summer 2019 |
| Timeline for PBL learning model and platform implementation | TPS Committee | Deadlines | Time for Staff Development | Spring/Summer 2019 |
| Introduce PBL learning model and platform to stakeholders (board, parents, community, students, all staff) | TPS Committee | Confirmation of communication with stakeholders | Strategic Planning Committee | Summer/Fall 2019 |
| Implement PBL learning model and platform in school program | TPS Committee | New PBL model introduced first week of school | Summer vacations canceled | September 2019 |

Progress Toward Goal #1: *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - Click here to enter text.
- How has student achievement been impacted? What is the evidence?
 - Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
 - Click or tap here to enter text.

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